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ABSTRACT

The guide, developed as part of an exemplary program for junior high school students, contains lesson plans, independent study guides, and resource lists for junior high school home economics classes. One page describes the seventh grade unit which consists of an in-class presentation by the director of a nurses aid volunteer program. Nine pages cover the eighth grade unit which consists of worksheets, assignments, and questionnaires, related to the following career areas: home related, health, child care, food, clothing and fabrics, home and/or furnishings. Eighteen pages deal with the ninth grade unit which consists of four lessons: "Values and Feelings Toward Work," "Occupational Clusters," "Looking at Myself," and "Investigating Jobs and Careers." An additional eight pages include a sample survey instrument and cover letter, a multimedia resource list and a listing of local resource people for career education. (JR)

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CAREER EDUCATION

HOME ECONOMICS
CAREER UNIT
7th, 8th, and 9th Grade

A CAREER DEVELOPMENTAL PROGRAM

BEST COPY AVAILABLE

CAREER AWARENESS
SELF AWARENESS
APPRECIATION & ATTITUDES
DECISION MAKING
SKILL AWARENESS, BEGINNING COMPETENCE
ECONOMIC AWARENESS
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS

White Bear Lake
Public Schools

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CE003841

HOME ECONOMICS

CAREER UNIT

for

7th, 8th, and 9th Grade

by

Joyce Anderson

Linda Day

CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1972 - 73

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INTRODUCTION

The material contained in this unit is designed for use in 7th, 8th, and 9th grade home economics classes. It contains lesson plans, independent study guides, and resource lists. At the beginning of each unit are instructions for the teacher to follow in presenting this information.

In preparing this unit, our goals for the students were as follows:

Exploration of jobs which make up various classifications; of the relationship between occupational requirements and educational development and the relationship between career choice, rewards, and individual life style.

Exploration of the implications of career specialization, of job entry requirements, of the monetary benefits of chosen life styles and of the relationship of preparation of career clusters.

Exploration of interests in work roles relative to career clusters, of the relation of associated roles with emerging values while experiencing work tasks and then recognition of the worth of different value systems and by learning to resolve problems of conflict.

Exploration of the importance of a job to self and others, towards recognition that fulfillment of responsibility for a job yields rewards, of tolerance for differences of others.

Exploration of career clusters in relation to personal interest, to understand personal values influence decision making and to gather and organize information in response to career exploration questions.

Exploration to recognize that occupational choice decisions relate to personal value, to reorganize decisions in accordance with new information about tentative career choices, to analyze influence of others on career choices and to gather occupational and personal assessments data.

7th Grade Career Education

At the 7th grade level my approach to career education is very simple and hopefully practical for the students. This unit takes place during one class period, and there are no written assignments.

Since the students are too young to hold paying jobs, this unit is approached from a volunteer basis. I invited a director of a candy striper volunteer program from one of the local hospitals to come in and talk to the girls about her program. I also asked five girls from school to come in and talk about their experiences as candy stripers. There was a chance for questions and answers and then the girls were given an opportunity to sign up to become a candy striper volunteer.

It is my hope that through this experience the girls involved will get a chance to see what working in a hospital is like and what some of the possible careers might be. If the girls were not interested in doing volunteer work in a hospital there are a number of other agencies that accept volunteers which would give them more of a choice. The whole experience of getting out and working with people, regardless of the place, would help to give them some valuable insight into the world of work.

8th Grade Career Education

In 8th grade my career unit deals strictly with home economics related careers. The unit is based on one class session with a formal presentation plus outside independent research by each student.

At the beginning of the discussion each student is asked to answer the two questionaires "Who Am I?" and "What's In Your Future?". After they fill these out they are set aside while we view one of the four filmstrips on home economics careers listed in the resource section. Following the filmstrip, the class discussion centers around the two questionaires and the careers shown in the filmstrip. We discuss what physical characteristics, mental characteristics, personality traits, and education are necessary for any of the given jobs. This proves to be a very interesting discussion if you just let the students go. It gives the students a good chance to look at themselves and try to fit themselves into a given occupation.

The independent assignment is to select one area of home economics career possibilities and complete the work sheet for this area. They can choose from home related careers, child care careers, health careers, food careers, clothing and fabric careers, and home furnishings careers. Under each of these headings are several specific job titles to choose from.

On file in the department and school library are a number of books and pamphlets as well as lists of companies and resource people who can help them with information for their projects.

This project gives the student a chance to look more closely at a career to find out if she is really interested in that area.

Name _____

Section _____

WHAT'S IN YOUR FUTURE?

Think of five jobs related to your interests and talents that you could work at:

While you are in high school

1.
2.
3.
4.
5.

Right after high school with a high school diploma

1.
2.
3.
4.
5.

With one or two years' training after high school

1.
2.
3.
4.
5.

With a college degree

1.
2.
3.
4.
5.

Name _____
Section _____

WHO AM I?

DIRECTIONS. Numbers 1, 2, and 3 will be used to determine how you measure up. THIS WILL NOT BE GRADED OR EVEN COLLECTED. Just look into the mirror and answer #1 if very good, # 2 if good, or # 3 if fair. Now let's find out your strong and weak points.

PART A. PHYSICAL CHARACTERISTICS

1. Physical stamina _____
2. Strength _____
3. Manual skills in general _____

PART B. MENTAL CHARACTERISTICS

1. Concentration _____
2. Persistence _____
3. Memory for faces _____
4. Memory for numbers _____
5. Memory for general facts _____
6. Memory for visual things _____
7. Imagination for creativity _____
8. Logic or reasoning powers _____

PART C. VALUES, FEELINGS, PERSONALITY

1. Would you go into a job just because your family wanted you to? (yes, no) _____
2. Would you go into a job just because your parents wanted it and you deep down wanted it too thereby satisfying all? _____
3. Is money important to you? _____
4. Is prestige important to you? (yes, no) _____
5. Do you have patience?
6. Do you have self-control? _____
7. Can you tolerate frustration? _____
8. Do you get along with your own age group? _____
9. Do you relate with older people well? _____
10. Do you think you answered all of the above honestly? _____

Below is some space. Make a short notation of your strong points and weak points.

Make a general statement about yourself here.

Name _____

Section _____

HOME RELATED CAREERS

Goals: Given a list of careers, the student should choose one, research this career, interview a person in this field and report back orally or in writing.

WHERE DO I LOOK?

Bulletins and books from the Career Section in the Library
Magazines and Papers
Resource people
Barclay and Champion, Teen Guide to Homemaking, McGraw-Hill, 1972

WHAT DO I DO?

____1. Choose one of the following Home related career possibilities that you might be interested in:

Personal shopper	Door-to-door Salesperson
Home Extension Agent	Landscaper
Home Extension Aide	Gardener
Professional Home Economist	Visiting Homemaker
Home Economics Teacher	Homemaker's Aide

____2. Using books and magazines read about the career you chose.

____3. Arrange an interview or visit with a person in the career you chose. What questions will you ask this person? Attach them to this sheet.

____4. What personal characteristics do you have that would make you suitable for this career?

____5. What summer jobs or other experience could you plan that would help you to see if you would like this career?

____6. POST TEST: Write a summary of your findings.

SECTION _____

CHILD CARE CAREERS

Goals: Given a list of careers, the student should choose one, research this career, interview a person in this field and report back orally or in writing.

WHERE DO I LOOK?

Bulletins and books from the Career Section in the Library
Magazines and Papers
Resource people
Barclay and Champion, Teen Guide to Homemaking, McGraw-Hill, 1972

WHAT DO I DO?

____ 1. Choose on of the following Child Care career possibilities that you might be interested in :

Babysitter	Nursery school teacher
Nursery attendant	Nursery school operator
Kindergarten attendant	Day-Care center manager
Kindergarten teacher	Pediatrician

____ 2. Using books and magazines, read about the career you chose.

____ 3. Arrange an interview or visit with a person in the career you chose. What questions will you ask this person? Make a copy of your questions and attach them to this sheet.

____ 4. What personal characteristics do you have that would make you suitable for this career?

____ 5. What summer jobs or other experience could you plan that would help you to see if you would like this career?

____ 6. POST TEST : Write a summary of your findings.

Section _____

HEALTH CAREERS

Goals: Given a list of careers, the student should choose one, research this career, interview a person in this field, and report back orally or in writing.

WHERE DO I LOOK?

Magazines, Medical Journals
Bulletins and Books from the Career Section in the Library
Resource people
Barclay and Champion, Teen Guide to Homemaking, McGraw-Hill, 1972

WHAT DO I DO?

____1. Choose one of the following Health Career possibilities that you might be interested in. (Be prepared to define all very briefly.)

Medical technician	Chiropractor	Dentist
Practical Nurse	Psychologist	Osteopath
Receptionist	Psychiatrist	Pediatrician
Registered Nurse	Orthopedist	Podiatrist
Physical Therapist	Surgeon	Neurologist
Dietitian	Orthodontist	Hospital Administrator
Medical Doctor		

____2. Using books and magazines, read about the career you chose.

____3. Arrange an interview or visit with a person in the career which you chose. What questions will you ask this person? Make a copy of your questions and attach them to this sheet.

____4. What personal characteristics do you have that you feel would make you a suitable person for this career?

____5. What summer jobs or other experiences could you plan that would help you to see if you would like this career?

____6. POST TEST: Write a summary of your findings.

FOOD CAREERS

Goals: Given a list of careers, the student should choose one, research this career, interview a person in this field, and report back orally or in writing.

WHERE DO I LOOK?

Bulletins and books from the Career Section in the library.
Journals, Magazines
Resource people
Barclay and Champion, TeenGuide to Homemaking, McGraw-Hill, 1972

WHAT DO I DO?

____1. Choose one of the following Food career possibilities that you might be interested in. (Be prepared to define all very briefly.)

Waitress
Hostess
Food demonstrator
Caterer
Food inspector
Food tester or developer
Chef
Consumer Service Representative
Food Service Manager
School Lunch Cook
Dietitian
Dietitian's aide
Food researcher
Food chemist
Pastry Chef
Vegetable Cook
Baker
Cake Decorator
Recipe editor
Home Economics Teacher
Home Extension Agent

____2. Using books and magazines, read about the career you chose.

____3. Arrange an interview with a person in the career you chose. What questions will you ask this person? Attach them to this sheet.

____4. What personal characteristics do you have that would make you suitable for this career?

____5. What summer jobs or other experiences could you plan that would help you to see if you would like this career?

____6. POST TEST: Write a summary of your findings.

Section _____

CLOTHING AND FABRIC CAREERS

Goals: Given a list of careers, the student should choose one, research this career, interview a person in this field, and report back orally or in writing.

WHERE DO I LOOK?

Bulletins and books from the Career Section in the Library
Magazines and Papers
Resource people
Barclay and Champion, Teen Guide to Homemaking, McGraw-Hill, 1972

WHAT DO I DO?

____1. Choose one of the following Clothing and Fabric Career possibilities that you might be interested in. (Be prepared to define all very briefly.)

Bridal Consultant
Fashion Designer
Cloth Designer
Buyer for clothing
Fabric - Clothing Salesperson
Fabric Researcher
Fabric Consumer Tester
Tailor
Home Seamstress
Industrial Seamstress
Alterationist
Model
Sewing Equipment Demonstrator
Custom Dressmaker
Home Economics Teacher
Home Demonstration Agent

____2. Using books and magazines, read about the career you chose.

____3. Arrange an interview or visit with a person in the career you chose. What questions will you ask this person? Attach them to this sheet.

____4. What personal characteristics do you have that you feel would make you suitable for this career?

____5. What summer jobs or other experience could you plan that would help you to see if you would like this career?

____6. POST TEST: Write a summary of your findings.

Section _____

HOME AND OR FURNISHINGS CAREERS

Goals: Given a list of careers, the student should choose one, research this career, interview a person in this field, and report back orally or in writing.

WHERE DO I LOOK?

Bulletins and books from the Career Section in the Library
Magazines and Papers
Resource people
Barclay and Champion, Teen Guide to Homemaking, McGraw-Hill, 1972

WHAT DO I DO?

____1. Choose two of the following Home and/or Furnishings Career possibilities. (Be prepared to define all very briefly.)

Interior Designer or Decorator	Household Seamstress (draperies, slip covers, etc.)
Home Planner	
Furnishings Sales	Industrial Seamstress
Appliance Demonstrator	Family Budget Consultant
Home Demonstration Agent	Home Service Representative
Home Lighting Advisor	Home Economics Teacher

____2. Using books and magazines, read about the career you chose.

____3. Arrange an interview or visit with a person in the career you chose. What questions will you ask this person? Attach them to this sheet.

____4. What personal characteristics do you have that would make you suitable for this career?

____5 What summer jobs or other experience could you plan that would help you to see if you would like this career?

____6. POST TEST: Write a summary of your findings.

9th Grade Career Education

INTRODUCTION

The following series of lesson "guides" give materials for two class activities plus two sets of activities for student self use. In order to help students reach their lesson goals it would be very helpful for the teacher to have read background material, and made tours of home economics related industries, as well as local vocational-technical schools. Especially helpful background articles about the world of work in Home Economics can be found in the April, 1973 issue of Forecast for Home Economics, Vol. 18, No. 8.

These lessons were designed to use two class hours in a modular schedule; several student hours outside of class. However, it was found that this amount of class time severely limited student discussion to much less than they would have liked. In a traditional schedule, this unit could probably utilize two weeks, giving students some time in class to work on their own projects.

The order in which these lessons are used is not sacred. After three trials, the order here given seemed to be the most logical from the view of developing student motivation.

Students will have no problem with the self-use lessons if the reference materials listed earlier are obtained and made readily available in a separate "career" section within the department or resource room. References should be shown and explained to them as well as the file on "tours and resource people". If films/filmstrips are not used in class, students should be encouraged to use them individually or in small groups.

LESSON I. VALUES AND FEELINGS TOWARD WORK

This is a guide for teacher use for classroom group activity. After introductory or motivational remarks toward the subject, the teacher can get the students involved in the activity listed. This lesson can use 2 - 5 classroom hours, depending on the time available.

LESSON II. OCCUPATIONAL CLUSTERS

This includes a teacher guide for a one hour group classroom activity, plus a listing of the 15 occupational clusters and "Career Road" diagram sheet to assist students in completing the assignment.

LESSON III. LOOKING AT MYSELF

This is an independent study guide for student use that can be used during class or on outside time. It is helpful to have the reference reading readily available at the time of the assignment.

LESSON IV. INVESTIGATING JOBS AND CAREERS

This lesson is an independent student guide which should motivate students to investigate several aspects of jobs, careers, and career training in the community. The number and depth of the activities assigned should be geared to time available and individual student interest.

TEACHER GUIDE

LESSON PLAN I

VALUES AND FEELINGS TOWARD WORK

Introduction:

Work is a word that means many things to many people. Work is often considered a necessary evil in order to get a paycheck - - - - yet some people work even though they have plenty of money without it. Some people drag themselves to jobs they hate and others find their jobs a rewarding important part of their lives. How are these satisfied people so lucky? The activities planned for the next few lessons are designed to help you find the answer to being "lucky" in your career choices.

OBJECTIVE: To explore self attitudes toward work and achievement, and develop tolerance toward attitudes and values of others.

Student Activity:

1. Students in small groups choose one of the "discussion ideas" presented on the following pages, read, and react to them within their small group. They should record their ideas to help them in leading a class discussion with the whole class.

   (These ideas -- or similar ones involving feelings and values about work, promote almost endless amounts of discussion among students when they are allowed to contribute their own ideas. If class time is limited, they can study them on their own, but the value of exposure to others' values and feelings is lost.)

DISCUSSION IDEAS

1. Read and think about the following quotations about work:

   "If anyone will not work, let him not eat."
   St. Paul, New Testament

   "A man is a worker. If he is not that, he is nothing.
   Joseph Conrad

   "All paid employment absorbs and degrades the mind."
   Aristotle

   "I like work; it fascinates me. I can sit and look at it for hours."
   Jerome K. Jerome

   a. Is the work ethic -- work for the sake of work -- still a good idea?

   b. Should an able-bodied person be forced to work if he chooses not to? (for instance -- if welfare payments could support him)

   c. Should older persons be forced to retire from their jobs at a certain age to make room for younger workers who need the jobs?

2. What kinds of working persons are held in the highest regard in the community? Which are some that have the least prestige?

   a. Name 5 specific careers or jobs as examples of each:

	High Prestige	Low Prestige
1.		
2.		
3.		
4.		
5.		

   b. Discuss all the possible reasons you can think of for the difference.

3. How much salary is enough?

   a. Pass out blank paychecks to students and ask them to fill in the amount they expect to make for a week's pay after they are through with school, with a short budget of how the money will be used.

   b. Discuss "How much money is one satisfied with?"

   c. Discuss "Earning power" of different types of jobs.

4. What kinds of personal satisfactions do you expect to get from work? (Examples: good pay, self-fulfillment, prestige, etc.)
   List as many as you can and try to rank them in order of importance.

5. Self-employment vs. working for others.

   a. Discuss the advantages of being self-employed vs. working for others.

   b. What are some opportunities for self-employment for young people?

   c. How do preparation requirements differ?

   d. What personality traits would you consider advantageous for someone self-employed?

6. What is "success"?

II INTRODUCTION TO THE CONCEPT OF OCCUPATIONAL CLUSTERS

TEACHER GUIDE

Objectives: 1. To develop student awareness about the vast number of occupational choices he has.

2. To introduce the concept of identifying one's interest with a group of similar occupations -- called a cluster.

3. To create student awareness of the multi-level opportunities available within one cluster.

Group Classroom Activity:

A. Students individually write answers to the following questions (not to be handed in or checked).

1. What do you expect your first paying job to be, -- perhaps part-time during high school--?
2. What do you expect you will be working at 10 years from now?
3. If you could have any job you most desired, what would it be?
4. How many different jobs do you expect to have in your working career?
5. Make a guess as to how many jobs and occupations there are at which people earn a living.

B. Now hand out copies of the "Occupational Cluster" list to small groups of students with a brief explanation of what it is and allow them to revise their written answers if they want to.

Student teacher discussion should bring out the following points:

1. Occupational choices are numbered in the thousands. You are not limited to just one or two.
2. Careers and jobs to fit any interest, qualification, or educational level are available somewhere.
3. People are likely to have many different jobs during their work career. Some are similar, probably within the same occupational cluster; others are dissimilar. A person's needs and situation sometimes change drastically -- bringing dramatic job changes. It's good to remain flexible in one's thinking about jobs.

C. Build a concept of multi-level opportunities available within one cluster.

1. A person lucky enough to have a very strong interest in one area can probably find some kind of beginning job in that area and with further experience, training and education build a satisfying-rewarding career. With each change he can build on previous experience and strenghten his position until he gets as far as he wants to go.

Example: Let's take an example in Foods -- a boy or girl who loves to cook. What can he do for money and how far can he go? --Hand out sections of newspaper ads and ask students to look for jobs for this person in the Food field.

(Place a diagram with this idea on overhead. Let students supply the jobs they find.)

	Jobs Available
While in high school	-
	-
	-
With vocational-technical training	-
	-
	-
With several years' experience as a cook	-
	-
	-
With a college degree	-
	-
	-
With a strong desire to be self-employed	-
	-
	-

Assignment to students:

Choose one of the vocational clusters that seems interesting or attractive to you. Try to visualize yourself building a career or finding jobs when you need them. Fill in the "Career Road" diagram - - - - identifying various times in your life (maybe educational levels) when you will need or want to work -- then give yourself at least three choices at each of those times.

II - Student use

FIFTEEN OCCUPATIONAL CLUSTERS

I. Agri-Business and Natural Resources
   1. Agriculture and agricultural sciences
   2. Forestry officials
   3. Water Management
   4. Nursery operations and management
   5. Landscaping
   6. Wildlife
   7. Petroleum and related products
   8. Mining and quarrying

II. Fine Arts and Humanities Cluster
   1. Authors and poets
   2. Painters and printmaking
   3. Musicians
   4. Dramatic and performing artists
   5. Film and set designers, producers and editors
   6. Languages

III. Communication and Media Cluster
   1. Telephone and telegraph systems
   2. Publishing of journalism and commercial arts
   3. Broadcasting of radio, television and satellite transmissions
   4. Photographic reproductions and recordings
   5. Audio-Visual Operations

IV. Construction Cluster
   1. Interior home designing, decorating and furnishings
   2. Land development, site preparation and utilities
   3. Landscaping, nursery operations and ground maintenance
   4. Architectural designing
   5. Masonry, metal, wood, glass, and plastic contracting

V. Consumer and Homemaking Related Occupations Cluster
   1. Family and community services (public housing and social welfare)
   2. Food service industry
   3. Child care, guidance and teaching
   4. Housing design and interior decorations
   5. Clothing, apparel and textile industry
   6. Home management, consummerism and family relationships

VI. Environment Cluster
1. Soil and mineral conservation
2. Water resource, development, conservation and control
3. Forest, range, shore, wildlife conservation and control
4. Development and control of physical man-made environment (bridges, roadways and recycling)
5. Space and atmospheric monitoring and control (pollution and smog)
6. Environmental health services (water sanitation, waste disposal)

VII. Health Service Cluster
1. Hospital technicians, nurses, aides, and doctors
2. Pharmaceutical Science and service (Pharmacists)
3. Dental science and service (Dentists)
4. Health information systems
5. Mental health and retardation
6. Community health
7. Biologic science and technology

VIII. Hospitality and Recreation Cluster
1. Recreation planning of national resources and leisure related property
2. Health care (physical fitness, recreation safety)
3. Community services (parks, playgrounds, clubs and amusement parks)
4. Human development (recreation programs, coaching and arts)

IX. Manufacturing Cluster
1. Factory productions
2. Research of products and marketing
3. Distribution of products
4. Designing of new products and new equipment

X. Marine Science Cluster
1. Commerical fishing
2. Aqua-cultura (marine and shellfish research, marine plant growth)
3. Marine biology
4. Underwater construction and salvage
5. Marine exploration

XI. Marketing and Distribution Cluster
1. Sales promotion and services
2. Buying
3. Marketing services (finance, credit, insurance)
4. Marketing system (retail, wholesale, service, non-store and international trade)

XII. Personal Services Cluster
1. Cosmetology
2. Mortuary science
3. Barbering
4. Physical culture (massage and weight control)
5. Household pet services

XIII. Public Service Cluster
1. Courts and correction
2. Labor affairs
3. Defense
4. Public utilities and transportation
5. Regulatory services (bank, immigration and stock exchange)
6. Education

XIV. Transportation Cluster
1. Land trasnportation
2. Aerospace transportation
3. Pipeline transportation
4. Water transportation

XV. Business and Office Cluster
1. Accounting - Bookkeeping
2. Business data processing systems
3. Secretarial and clerical
4. Managers and administration

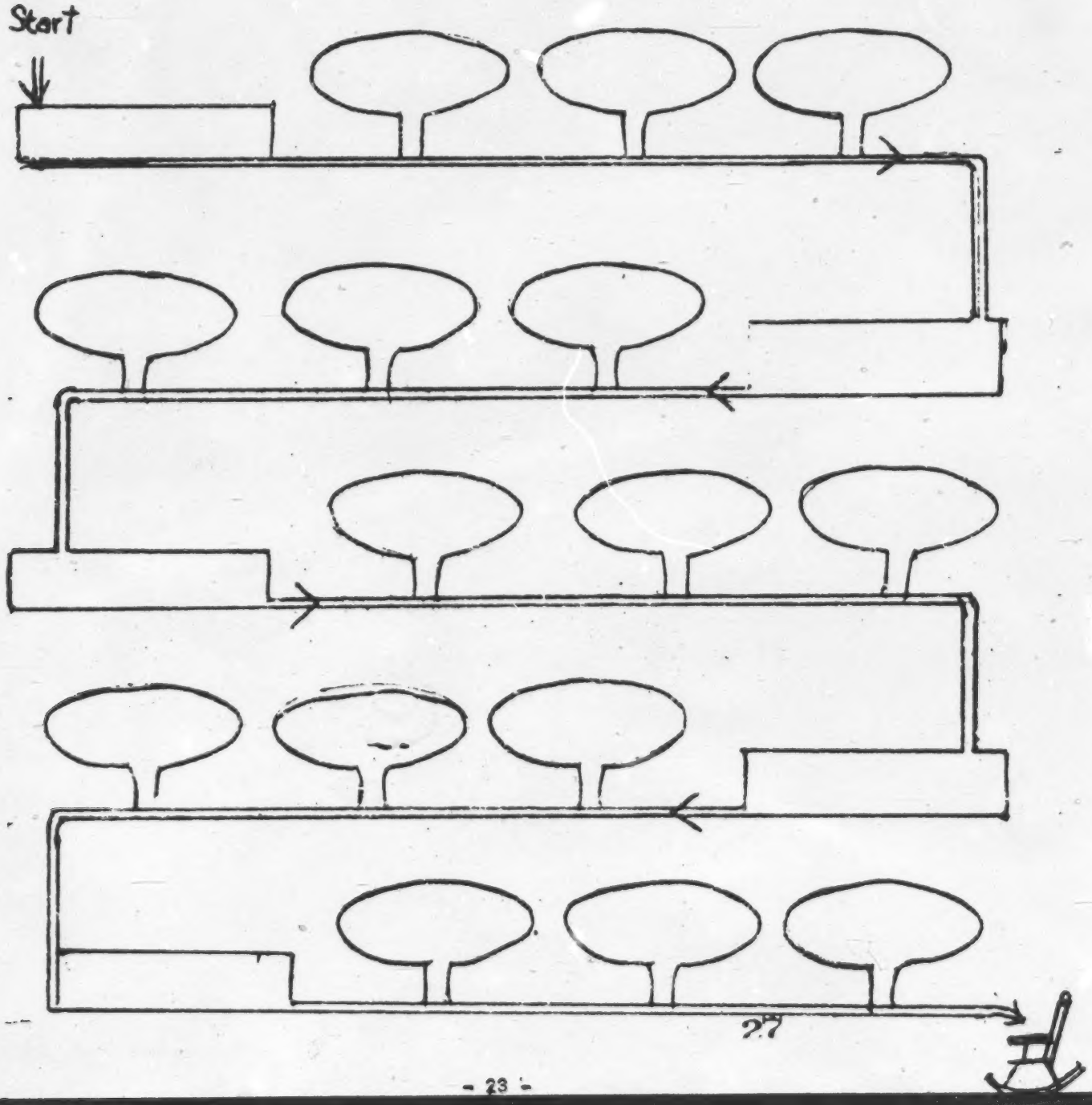
• These subjects fall within the areas included in Home Economics in Junior and Senior High Schools.

Career Road

Section _____

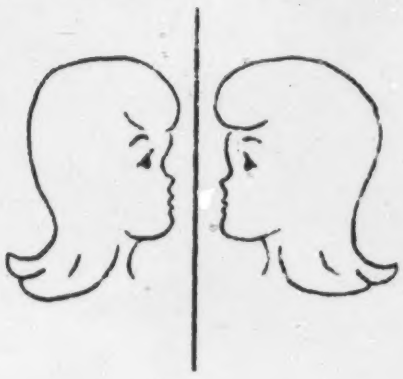
Choice of Occupational Cluster: _____

Directions: Travel the career road. Each box [ ] you come to represents a specific time or decision point (such as high school - graduation - after vocational training - etc.) In the following 3 circles give yourself 3 job choices that are reasonable for that time.



II Student use

Name _____
Section _____



LOOKING AT MYSELF

. . . Finding a job you will like living with depends on knowing yourself !

Goal: To evaluate self-characteristics that influence job satisfaction, and relate these to actual jobs.

Where should I look?

1. Inside yourself
2. Feedback from friends and family
3. The Seventeen Guide To Your Widening World, p. 221-231, Macmillan Co., N.Y.

Now, answer the following questions honestly to yourself:

1. What are your personality traits? Put an X after any of the following words that describe you.

____friendly	____independent
____cheerful	____bossy
____grumpy	____submissive
____shy	____ambitious
____outgoing	____lazy
____dependable	____contented
____service-minded	____self-centered

Other characteristics: _____

_____

With your family or friends discuss your personality traits as they might be suitable for different types of jobs.

2. Check your mental and physical characteristics. Place an X after those that are your strengths.

____physical strength	____memory
____manual dexterity	____creativity
____physical endurance	____reading ability
____math ability	____physical talent
____speaking ability	____athletic ability

Other characteristics: _____

_____

In what ways could these strong points influence job selection for you?

_____

_____

_____

3. What are your strongest interests and hobbies that are most satisfying to you? (Examples: horses; dancing; water sports; reading; sewing; eating; skiing; playing cards.)

1.
2.
3.
4.

Take 2 of these strong interests or hobbies and think of at least 3 jobs or kinds of jobs that would involve each of these interests.

Interest	Jobs
1.	1.
	2.
	3.
2.	1.
	2.
	3.

4.

Name _____

Section _____

INVESTIGATING JOBS AND CAREERS

. . . How can you find the career that suits your skills, interests, and personality?

References:

Occupational Outlook Handbook
Occupational Monographs
Home Economics Career Education Resource File

What to do?

Letting yourself be curious about all kinds of jobs is a good way to increase your knowledge. Consider these ways:

1. Ask your parents, relatives, older friends or neighbors about their work. You may be shy about asking -- but chances are they will be very willing to discuss their work -- exactly what the job is, the education or training neccessary, and the things that are good and bad about it.

2. You could arrange for a speaker who works in your field of interest to speak to students at your school.

3. Arrange a field trip to a place of business, factory, or firm that employs people in your field of interest. While there, observe what is actually going on, the working conditions, the attitudes of the employees. If possible, ask questions of the employees or your tour guide. They are usually happy to be helpful.

4. Check the "Career Development" department in your school for job profiles. These will give you much pertinent information on work in various fields including the job outlook for the future.

5. Visit a Vocational-Technical school to see students prepare for work in a wide variety of fields -- health services, food service, clothing and home furnishing, business, child care, mechanics, repair services of all kinds, computer-data processing fields, cosmetology, etc. Here students are learning by actually doing the job-related tasks.

6. Work as a volunteer in your field of interest, or try for a part-time summer job there. Even if you cannot do the actual work you would like, you will be able to see and learn more about job specifics and conditions than a visit could accomplish.

Assignment:

1. Become familiar with the resources in your "Career Development" department. In the Home Economics Career file you will find a list of companies that are willing to let you visit, speak to employees, send you printed career information, or send speakers to your school.

2. Complete at least 2 "Career Questionnaires" about jobs in home economics related fields. These can be done by interview or using the "Job Profiles".

3. Do at least one of the above 6 learning activities. Write a brief report about the experience.

Name _____

Section _____

CAREER QUESTIONNAIRE

1. Name of job: _____

2. Duties: _____

_____

_____

_____

3. Typical hours of work: _____

4. Salary, or rate of pay: _____

5. Education required: _____

_____

6. Training or experience required: _____

_____

_____

7. List good points or advantages of this work: _____

_____

_____

_____

8. List disadvantages or undesirable points about this work:

_____

_____

_____

9. Physical qualifications: _____

_____

10. Personality traits that would be desirable: _____

_____

11. What is the outlook for employment in this work?

Now? _____

5 years from now? _____

12. Are there several levels of opportunity within this field so that one can advance after experience or additional education? _____

Give an example: _____

13. Where would you go to find more information about this career?

_____

_____

References:

1. Interview with some one holding the job.
2. Materials on Career Education shelf in library.

-F

RESOURCES FOR CAREER EDUCATION

FILMSTRIPS

Be Involved -- Be A Home Economist

Home Economics -- A Pacesetter Profession

Jobs For You: It's Happening In Home Economics

A New Look At Home Economics Careers

PAMPHLETS and BOOKS

Allen, Clifford. Planning A Career. New York: St. Martin's Press, 1965.

Beauty. National Beauty Career Center, 3839 White Plains Road, Bronx, N. Y. 10467.

Being A Food Service Worker. Hospital Research + Educational Trust of the American Hospital Assoc., Washington, D. C. Robert J. Brady Co.

Career Opportunities for You in the Fabulous World of Fabrics. Textile Distributors Assoc., 1040 Ave. of the Americas, New York, N. Y. 10018. --Free.

Career Packet. Art; Family Economics; Family Relations + Child Development; Food + Nutrition; Home Economics Education; Housing, Furnishings, Equipment; Institution Administration; Textiles and Clothing; Rehabilitation.

Dietetics. The American Dietetic Assn., 620 No. Michigan Ave., Chicago, Illinois 60611.

Fashion. Fashion Institute of Technology, 227 W. 27th St., New York, N. Y. 10001.

Food and Nutrition. Food and Nutrition Service, U. S. Dept. of Agriculture, Washington, D. C. 20250.

Food, Hospital, and Camp Services. Brooklyn, New York: Board of Education, City of New York, 1967.

Food Service Careers. National Restaurant Assn., 1530 N. Lake Shore Drive, Chicago, Ill. 60610.

Gibson, Mary Bass. The Family Circle Book of Careers at Home. New York: Cowles Book Company, Inc., 1971.

Hoeflin, Ruth. Careers in Home Economics. Toronto, Ontario: The MacMillan Co., Collier-Macmillan, Canada, Ltd., 1970.

Home Economics. American Home Economics Assn., 2010 Massachusetts Ave., N. W., Washington, D. C. 20036.

Kirk, Weir R. Your Future In Hospital Work. New York: Arco Publishing Co., 1971.

Kupsinel, Penelope Easton. Home Economics Related Occupations, An Orientation Handbook for the Young Worker. The Interstate Printers and Publishers, Inc., Danville, Ill., 1967.

Kupsinel, Penelope Easton. Occupational Home Economics Notebook. The Interstate Printers and Publishers, Inc., Danville, Ill., 1969.

Lang, Carole J. Handbook of Job Facts. SRA, Inc., Chicago, Palo Alto, Toronto, Sydney, 1972.

Lee, Essie E. Careers in the Health Field. Julian Messner, New York, 1971.

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Manley, Richard D. and Rosalina J. Cragg. Health Careers in Minnesota. -- A reference manual for counselors, 1968-69.

Mid-Hudson Area Occupational Monographs. Developed by The Mid-Hudson Career Development and Information Center, 38 Sargent Ave., Beacon, New York 12508.

Morton, Alexander, The 1972-73 Airline Guide to Stewardess Careers. Arco Publishing Co., Inc., 1972.

Mills, Nancy. Home Economists in Action. Scholastic Book Services, New York, 1968.

National Council for Homemaker Services, Inc. Homemaker - Home Health Aides -- Training Manual. National Council for Homemaker Services, Inc., New York, 1967.

Occupational Outlook Handbook 1972-73 Edition. U. S. Dept. of Labor, Bureau of Labor Statistics, Washington, D. C. 20402. U. S. Government Printing Office.

Professional Chefs and Cooks. The Culinary Institute Of America, Inc., North Road, Hyde Park, N. Y. 12601.

Public Health. Office of Personnel, Public Health Service, Dept. of Health, Education, and Welfare, Washington, D. C. 20201.

Splover, Sarah. Paraprofessions: Careers of the Future and the Present. New York: Julian Messner, 1971.

Splover, Sarah. Your Career If You're Not Going to College. New York: Julian Messner, 1971.

Vocational Biographies. Sauk Centre, Minnesota 56378, 1971, 1972, 1973.

May 1, 1973
Career Education Committee
Sunrise Park Junior High
White Bear Lake, Minn. 55110

Dear Sirs:

The White Bear Lake school district is currently developing a variety of programs to give life to career education for all students, kindergarten through post-high school. The principal aims of this program are to help students explore the world of work in the major occupation clusters, to learn the value and dignity of work, to assess their own interests and needs relative to finding work, and to acquire the skills and educational direction necessary for employment.

The task for which this letter addresses you, is to assist junior high level students in becoming aware of many jobs by which our area residents earn their living. We are compiling a list of business and manufacturing agencies who are willing to help students in one or more ways. If you would kindly answer the questions concerning ways in which students can learn from your business we will be much obliged. The question sheet with your replies may be returned to me in the enclosed self-addressed envelope.

Thank you very much!

Sincerely yours,

Linda Day, Instructor
Sunrise Park Junior High

LD/we
ENC: 1

NAME OF FIRM_____

1. Does your firm have brochures or printed information telling about jobs, careers and job requirements with your company?
Yes_____No_____

2. Would you permit groups of students (15 - 25) to tour your business or plant during working hours? Yes_____No_____ If yes, will you give the name and title of the person to be contacted to make arrangements._____

3. Do you have personnel in the firm who would come out to the school to speak to groups of students about work in your field?
Yes_____No_____

4. Would you permit students to contact specific employees or types of employees by telephone for the purpose of arranging personal or telephone interviews? Yes_____No_____

TOURS: GUEST SPEAKERS AND RESOURCE PEOPLE

QUESTIONS

1. Does your firm have brochures or printed information telling about jobs, careers and job requirements with your company?

2. Would you permit groups of students (15 - 25) to tour your business or plant during working hours? If yes, will you give the name and title of the person to be contacted to make arrangements.

3. Do you have personnel in the firm who would come out to the school to speak to groups of students about work in your field?

4. Would you permit students to contact specific employees or <u>types</u> of employees by telephone for the purpose of arranging personal or telephone interviews?

RESPONSES

	#1	#2	#3	#4
Academy of Hairdressing 20 W. 6th St. St. Paul, Minn.	Yes	Yes Mrs. Connaker	Yes at times	Yes
Contemporary Furniture Showroom 110 N. 5th St. Minneapolis, Minn. 55403	No	Yes Jules Selcer	No	No
Culinary Technology, Inc. 818 - 24th Ave., S. E. Minneapolis, Minn. Tele: 331-2610	No	Yes Jean, call 1-2 weeks ahead	Yes	No
Economics Laboratory, Inc. Osborne Bldg. 307 Wabasha St. St. Paul, Minn. 55102	No	Yes Kristie Greve, personnel	No	Yes

	#1	#2	#3	#4
Estelle Compton Models Institute 55 So. 8th St. Minneapolis, Minn. 55402	Yes	Yes Mrs. Schulz	Yes	Yes
General Mills, Inc. 9200 Wayzata Blvd. Minneapolis, Minn.	Contact Jack Quinlin, Corporate Employment Mgr.			
The Gillette Co. - Personal Care Div. Toni Bldg. 5th at Broadway St. Paul, Minn. 55101	Yes	Yes Audrey Johnson or Karlene Carlson	Yes	Yes
Green Giant Company Le Seur, Minn.	No	Yes	Possibly	Yes
International Multifoods 1200 Multifoods Bldg. Minneapolis, Minn. 55402 Tele. 339-8444 X231	No	No	Yes Lee Nelson	Yes
Kaufman Knitting Co. 123 N. 3rd St. Minneapolis, Minn.	No	No	No	Yes
Levitz Furniture Co. of St. Paul 3201 Country Dr. St. Paul, Minn.	No	Yes Bill Bergeron	No	No
Minneapolis Gas Co. Don Follett, Mgr. Info. Services 733 Marquette Ave. Minneapolis, Minn. 55402 Tele. 221-4011	General info available not really possible		Yes	Yes

	#1	#2	#3	#4
Munsingwear, Inc. 718 Glenwood Ave. Minneapolis, Minn. Tele. 374-4220	No	Yes Diane Hubbard, Public Relations Asst.	Yes	No
No. St. Paul Nursing Home, Inc.	No	Yes Mrs. Jankowski or Mrs. Bayuk	Yes	Yes
Northern States Power Co. 360 Wabasha St. Paul, Minn.	No	No	Yes	Yes
Northwestern Bell Telephone Co. 70 W. 4th St. St. Paul, Minn. Tele. 221-5442	Yes	Yes Karen Thompson "The Town Talkers" Tele. 221-5625	Yes	No
Ritter St. Paul Beauty College 441 St. Peter St. St. Paul, Minn. 55102 Tele. 224-8410	Yes	Yes Don Jeans	Yes	Yes
Schweigert Meat Co. 2605 Emerson Ave., N. Minneapolis, Minn. Tele. 522-4425	No	No	Yes	No
Sharpe Mfg. Co., Inc. 1015 S. 6th St. Minneapolis, Minn. Tele. 333-6536	No	Yes Mrs. Roxie Wenisch	No	Yes Sales Dept.

	#1	#2	#3	#4
Swenson's Carriage House Hwy. 36 and 61 St. Paul, Minn. Tele. 483-2624	No	Yes Dale Swenson	No	Yes
Totino's Finer Foods, Inc. 7350 Commerce Lane Minneapolis, Minn. Tele: 786-7350	No	Yes Charles Sartell	Yes	Yes
Vitale's Italian Foods, Inc. 2814 Rice St. St. Paul, Minn.	No	Yes Joseph Vitale	No	No
Washburn Laboratories, Inc. 1700 Gervais Ave. St. Paul, Minn. 55109	No	Yes Oliver Washburn, Pres.	No	No
White Bear Cheese Co. 807 Long Ave. White Bear Lake, Minn. 55110	No	Yes	Yes	No
White Bear Lake Nursing Home 1510 Webber White Bear Lake, Minn. 55110 Tele: 429-7789	No	Yes	Yes	No